URBAN/MUNICIPAL

CA4 ON HBL W26
M37
1991
Feb. 21, 1991 - Dec/11/91

MINUTES OF THE SPECIAL
EDUCATION ADVISORY COMMITTEE
BOARD OF EDUCATION

CA4 ON HBL W26
M37
1991

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE
1991 12 11

Present: Mrs. F. Oommen (Chairman); Trustees Bishop and Patenaude; Mesdames Howard and Krueger; Messrs. Adamson and Parks; Drs. Mason and Toby.

Not Present: Trustees Stewart and Wilson; Mesdames Dalziel, Dennis, Schram and Trott; Drs. Marshall and Newberry.

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Also Present: Mr. A. Mutart (Hamilton Teachers' Federation)
Mr. J. Sims (Hamilton Secondary School Principals' Council)

JAN 8 1992

Officials Present: Mr. M. Quinn (Superintendent of Schools - Area 1)
Mr. R. Adams (Co-ordinator, Special Education)

GOV MENT DOCUMENTS

Mr. Adams called the meeting to order and expressed regrets from Mesdames Dalziel, Riis-Culver, Schram and Trott. As there was no quorum at this time, the members agreed to proceed with the meeting for information purposes only.

Mr. Adams acknowledged the presence of Mr. M. Quinn, Superintendent of Schools - Area 1, who would be responding to any questions or concerns from the members relative to the agenda item, Trainable Retarded Update.

GENERAL

Organizational Update

Ontario Society of Autistic Citizens, Hamilton-Wentworth Chapter (Presentation)

Mr. Adamson provided an overview of autism, noting this as a disability associated with deficiency in a person's cognitive process. He referred to the film, "Rain Man", which depicted autism. In discussing the various educational programs for autistic children, Mr. Adamson expressed his appreciation for the programs offered by some Hamilton schools, e.g. Ryckman's Corners, Westview and Westwood Elementary Schools.

Mr. Adamson then gave a brief background of his Association, an organization composing of 60 members which provides support and assistance to autistic children and their families. In light of the growing membership, Mr. Adamson reported that the Association is aiming to have a second site which may be situated on the Mountain. He noted that funding is still being raised for this project.

In response to Mrs. Howard's query, Mr. Adamson clarified that the identification process for autistic children should be done as early as possible.

Mr. Adamson clarified for Mr. Adams that families with no autistic children can join the Association for a minimal fee.

Mr. Adams expressed empathy with the guilt feelings of parents of autistic children and acknowledged the support and assistance provided by the Association as a welcome relief.

On behalf of the members, Mr. Adams thanked Mr. Adamson for his presentation.

Having a quorum at this time, Mr. Adams called for nominations for Chairman of the Special Education Advisory Committee (SEAC).

Moved by Ms. Patenaude:

That Mrs. J. Bishop be nominated to serve as Chairman of the Special Education Advisory Committee for the year ending 1992 11 30.

Mr. Adams, in reply to Mrs. Oommen's inquiry, explained the nature of commitment required from the Chairman of this Committee.

Mrs. Bishop felt it appropriate to give the other members a chance to experience chairing this Committee. She politely declined her nomination and assured the members this Committee can always count on her support for Special Education.

Mr. Adamson commended Mrs. Bishop's chairmanship of SEAC during the previous years and noted her untiring efforts and dedication for the Committee.

Moved by Dr. Toby:

That Mrs. F. Oommen be nominated to serve as Chairman of the Special Education Advisory Committee for the year ending 1992 11 30. **CARRIED**

Mrs. Oommen assumed the Chair and called for confirmation of the minutes of the previous meeting.

Moved by Mrs. Bishop:

That the minutes of the 1991 11 20 meeting be approved as presented. **CARRIED**

Organization Update (continuation)

Hamilton & District Parents of Disabled Children

Mr. Parks reported his Association is actively pursuing a fund-raising program ("Kids Helping Kids") involving the school systems in Hamilton and the surrounding area. He said the proceeds from this project will go to the Easter Seals Society for funding its equipment, camping activities, research work and operation of nursing facilities. As a community-based project, Mr. Parks stated this will be undertaken in a non-competitive way and that the Association has obtained permission to approach the schools. He referred to television publicity to promote this activity and the information package to be distributed to all target schools.

Ms. Patenaude considered this to be an excellent project involving the schools.

Mr. Parks added the Association has other worthwhile activities for the future.

At this point, Mr. Adams read a letter to SEAC (see attached Appendix A) from Mr. D. Skidmore, former Superintendent of Program, expressing his gratitude and appreciation for the opportunity of working with this Committee.

Hamilton Secondary School Principals' Council

Mr. Sims had no report.

Association for Bright Children

Dr. G. Mason had no report.

Down's Syndrome Association

Mrs. F. Oommen had no report.

Ontario Psychological Association

Dr. Toby referred to correspondence he recently received from the Ontario Psychological Association headquarters relating to some changes in the Health Review legislation. He noted that a key change is that psychologists can now officially diagnose mental illnesses thus upgrading the level of care conferred in psychology. He further reported that psychologists meeting the required criteria will have the designation of Associate and acquire some degree of independent stature in their practice. Dr. Toby added that the governing body, The Ontario Board of Examiners in Psychology, is now known as The Ontario College of Psychology.

Hamilton Teachers' Federation

Mr. A. Mutart had no report.

Canadian National Institute for the Blind (CNIB)

Mrs. Howard mentioned some highlights from the recent Christmas party of CNIB.

Referring to low vision among school children, Mrs. Howard expressed concerns with the identification process for this disability.

Mr. Adams explained the identification process for low vision students within the system. He assured the members that appropriate procedures are in place and there is sound co-ordination between the Hamilton Board of Education and CNIB on this.

Hamilton-Wentworth Home Care Program
Ms. Krueger said the Provincial government has cut its budget for home care programs and it is expected the Association will be on the waiting list for about six months to a year.

Board Update
Mrs. Bishop noted the upcoming consultation process regarding Reform Procedure for the disabled people in the community. She will be providing the information package when available.

Mrs. Bishop updated the members on the on-going budget deliberations within the Board, stressing the need for a $12 million budget reduction for this year. She referred to the hard times prevailing within the community and noted the financial challenges faced by the education sectors in light of the limited funds expected from the Provincial government.

Ms. Patenaude welcomed the opportunity to be part of this Committee once again for 1992.

BUSINESS ARISING OUT OF THE MINUTES:

Workshop - Agenda Priority Items
The members reviewed the list of SEAC agenda topics and the following were established as agenda priorities for 1992:

- Psychological Profiles and Student Placement (1992 01 15 meeting; Dr. M. Bountrogianni)

- Action Team Report (1992 02 19 meeting)

- Ministry of Education Report: Special Education Enrolment (May/September 1992)

- Learning Resource Teacher Update (Elementary and Secondary)/Statistical Information

- Educational Assistants: Role/Training/Assignments

- Evaluation of Special Education Programs

- Special Education Funding

- Transitional Work Experience (T.W.E.P.)
  Speech Language Services (Augmentative Process)
  Behaviour Disordered Students (Update)

- Accommodation Issues

- Teacher Evaluation Process

- Care Treatment and Correction Services (Section 27)

Note: I.P.R.C. Statistics can be included in monthly meetings.

NEW BUSINESS:

Trainable Retarded Update
Mr. Adams distributed and reviewed the report, "Class Relocation, Senior Program for the Developmentally Challenged" (see attached Appendix B).

Mr. Quinn considered Ainslie Wood Secondary School to be the best relocation site in light of the need for a meaningful integration for these students. He noted this move is in concert with the direction of the Ministry of Education, particularly the neighbourhood school concept. He

also pointed to the reduced travel time for the students and the minimal renovation costs involved.

When asked about timelines, Mr. Quinn said it is expected to have the project completed by Easter; however, he advised this will depend on how soon the required renovations can be finished. He also referred to the need for consultation among the involved schools, particularly relating to access to facilities, the appropriateness of the school setting for these students and the concerns raised by school staff as key factors to consider and address.

Mrs. Bishop inquired if there was consultation with parents of the other students at Ainslie Wood Secondary School. Mr. Adams stated this issue has always been included in the annual review of Special Education.

The members felt the atmosphere at Ainslie Wood Secondary School may be conducive for these children.

Mr. Quinn clarified for Mr. Mutart that it is not the intention to close the program at Sir Winston Churchill Secondary School and underscored that the relocation of two classes to Ainslie Wood Secondary School is meant to bring the students nearer to their neighbourhood.

It was agreed:

That the Trainable Retarded Update be received for information.

Mr. Adams, on behalf of SEAC, thanked Mr. Quinn for his presence.

Mrs. Bishop requested an update on Bill 114. Mr. Adams recalled this Bill has received its first reading and is expected to be passed by next year. He said the key highlight of Bill 114 is the removal of Hard-to-Serve Section (Section 34) and the term "Trainable Retarded". Mr. Adams added that approval of Bill 114 may result in greater flexibility for Special Education, particularly with funding, thus providing better opportunities to exceptional students.

Mr. Adams referred to a forthcoming symposium on "Trainable Retarded Persons Over 21 Years of Age". He agreed to bring back details when available.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

rt

Atts.

APPENDIX A

The Board of Education for the City of Hamilton
Le Conseil de l'éducation de la ville de Hamilton

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Hamilton, Ontario
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Fax (416) 521-2538

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Office of the Superintendent of Program

Bureau du surintendant des programmes

1991 12 11

Chairman and Members
Special Education Advisory Committee
Hamilton Board of Education

Ladies and Gentlemen:

I would like to take this opportunity to formally thank you the members of the Special Education Advisory Committee for the very positive working relationship that exists between the members of the committee and the staff of the Program Department. It is my belief that we have worked collectively to improve the quality of education for the special needs students within this jurisdiction. In particular, I would applaud and thank the committee for its support, advice and encouragement throughout the Strategic Planning Process - Program Priorities for the 90's. There can be no doubt in anyone's mind that the SEAC members played an important role in terms of initial input, the validation stage and the subsequent recommendations.

I was somewhat chagrined to hear that at the last meeting there was some confusion surrounding the status of the Special Education Report and the role SEAC. It was clearly the intention all along that the report would be vetted with this committee prior to it going to the Development Committee of the Board. The report has gone through a series of drafts and redrafts in attempting to capture all of the work and recommendations of the various sub-committees. I was operating under the assumption that if the report was not ready for the November meeting, we had agreed at the October meeting that a special meeting of SEAC would be called later in November to deal with it. Given that there has been some indication that the Action Team Reports will not be reviewed by Trustees until March 1992 I did not request that such a special meeting be called. It would be both my hope and expectation that the report will be reviewed by SEAC in January or February and that my successor will be able to be a part of that process. I trust that this clarifies the situation and reiterates my commitment to the continuing role that SEAC will have.

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Hamilton (Ontario)
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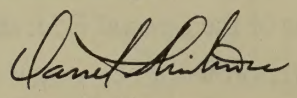
In commenting on the March date, I would emphasize that I personally believe that the total project will continue as originally designed. I have been assured by the Trustees at large and the Chairperson of the Board in particular, that it is the intention that Trustees will be considering all of the recommendations. On the strength of that commitment, I am confident and comfortable that we will see the project come to fruition.

At a personal level, I wish to convey to you my personal appreciation for your contribution. It has indeed been a personal and professional privilege to have worked for this Board and to have been a part of the SEAC deliberations. Your individual and collective commitment to the young people of this school system (and their families) has been very much in evidence. I am certain that my successor will quickly recognize and appreciate the mutual respect, supportive manner and high level of trust that I have enjoyed during the past year and a half.

Tonight as you formulate your planning and priorities for the remainder of this school year, I would ask that you build in a significant block of time for the vetting of the Special Education Action Team material. Given that the focus of tonight's meeting will be to "look forward", I am going to take the opportunity of attending my daughter's Christmas Concert at her school.

In conclusion, thank you again for the opportunity of working with you; it has indeed been a very enjoyable and meaningful experience. Sincere best wishes to each of you and your families for a very enjoyable holiday season. Kindest personal regards always.

Yours truly,



D. R. Skidmore
Superintendent of Program

:ha

c K. A. Rielly, Director and Secretary of the Board

APPENDIX B

1991 12 02

Class Relocation
Senior Program for the Developmentally Challenged

1. Background

One of the directions that was clearly delineated by the Report of the Review and Analysis Committee to study the Closure of Vincent Massey School was embodied in recommendation #4 which stated "the program be relocated such that the personal dignity, comfort level and self-worth of each student is preserved through the provision of adequate and appropriate facilities." This was realized by placing the students from Vincent Massey in a secondary setting, Sir Winston Churchill. However, as noted by the Futures Committee, it was impossible not "to study the program of Vincent Massey School without discussing the program for all trainable retarded students in the system." This has resulted in administration continuing to study the appropriate placement of the senior developmentally challenged students (ages 14-20) at Huntington Park and Prince Philip, (both kindergarten to Grade 5 schools) and the subsequent recommendation to relocate these students to an age appropriate setting.

This relocation, necessitated by a maturing developmentally challenged population has resulted in the following proposed program for senior developmentally challenged students, effective after the Winter Break. (March 1992)

2. Proposed Program Relocations

(i) Relocate two (2) classes for the profoundly developmentally challenged at Ainslie Wood School for the students who attend Huntington Park, Prince Philip, Sir Winston Churchill and live in the west end of the city. By so doing, it would make possible the following:

- .allow us to be in concert with the Minister of Education's statement of May 28, 1991 that...this government strongly believes that exceptional pupils who could benefit from integration into local, community classrooms should have that opportunity...
- .make possible the placing of all the students in their own Area (Area 1)
- .addresses the direction of the Action Teams that "the needs of all students, including exceptional students, should be met whenever possible in their neighbourhood school"
- .allows us to place secondary aged students in a secondary school setting
- .reduces the transportation involvement, which could be medically critical for these students

(ii) Sir Winston Churchill

In keeping with the neighbourhood school concept, a total of four students who currently attend Prince Philip and Huntington Park and reside in Areas 3 and 4 will attend the Sir Winston Churchill program. Similarly, three students currently attending Sir Winston Churchill, who reside in Area 1, would be transferred to Ainslie Wood.

3. Financial Implications

It is estimated that the cost of the renovations required at Ainslie Wood would be approximately thirty six thousand dollars. The following cost scheme is included for your information.

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	SCHEME 1	DEMO	CONST	CABNT	ELECT	MECH	TOTAL
A1	Rework exist W/R & Laundry Room - lowered bulkhead & ceiling over area - slip proof ceramic floor - washroom & shower facility & changing area - single facility for M & F - block in windows	3,000	13,000	3,000	1,000	2,000	22,000
B1	Rework exist. steel stair - new metal treads & risers - drywall u/s @ 4'8" high - toeguard on mezzanine		4,000				4,000
C1	Relocate Washer & Dryer - convert gas range to electric - connect to existing vent & drains	500	500	1,000	1,000	1,500	4,500
D1	Improve Door Hardware - flush mount panic hardware, low pressure closers, latches, kick plates		3,000				3,000
E1	Ramps - 2 exterior doors from classrooms - main entrance (improves bus access)		2500				2500
F1	HVAC		as is				0
G1	ELEC		as is				0
							536,000

In summary, this relocation of our program for the developmentally challenged will make possible the placing of the students in an age appropriate secondary setting in their neighbourhood school, with a minimum of transportation involvement at a fraction of the renovation costs of Sir Winston Churchill ($200,000.00).

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MINUTES OF THE EDUCATION ADVISORY COM
1991 11 20

Hamilton Public Library
55 York Blvd.
Hamilton, Ontario
L8R 3K1

Present: Dr. Marshall (Chairman); Trustee Bishop, Mesdames Dalziel, Krueger, Oommen, Riis-Culver, Schram and Trott; Messrs. Adamson and Parks, Drs. Mason and Toby.

Also Present: D. Maddocks (Hamilton Principals' Association), A. Mutart (Hamilton Teachers' Federation), J. Sims (Hamilton Secondary School Principals' Council)

Officials Present: R. Adams, Co-ordinator of Special Education

Held at Sherwood Secondary School, the first hour of the meeting was a tour of Special Education facilities. Mr. Rick Brawn and Mrs. Sharon Avery, Special Education teachers, conducted the members on a tour of facilities for the Physically Impaired and the Trainable Retarded.

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FEB 4 1992
GOV MENT DOCUMENTS

Dr. Marshall called the meeting to order and asked for confirmation of the minutes:

Moved by Miss Dalziel:

That the minutes of the 1991 09 18 and 1991 10 16 meetings be approved. **CARRIED.**

Dr. Marshall noted regrets from Trustee Patenaude. He then welcomed Mr. Brian Parks as the new representative for the Hamilton & District Parents of Disabled Children and Mr. Bob Walker, as an observer on behalf of the Easter Seals Society.

Dr. Marshall provided a reminder to some members regarding their Organization's response to Mr. Rielly's letter relative to the new term of representation.

Due to restricted time lines, members agreed that the Organizational Update including Mr. Adamson's presentation on the Autistic Society, would be postponed until the December meeting.

NEW BUSINESS:

Dr. Marie Bountrogianni, Chief Psychologist, Psychological Services, distributed an Executive Summary of a report dealing with the intellectual, academic and behavioural characteristics of students referred to the Psychological Services Department and Implications for Special Education Identification and Placement (attached). She stressed that the report is to be treated as confidential, but it was being presented for feedback before presentation to the Development Committee in December. The report contained 15 proposed recommendations and Dr. Bountrogianni provided a brief rationale for each of the recommendations. The report and recommendations arose out of a three-year compilation of data base information from 1,594 assessments (not including re-assessments). Sixty-five percent of these children were male, with an average age of 9.6 years. Seventy-six percent of the total students assessed were referred for learning difficulties while only 41% were found to be exceptional. Of those found to be exceptional, 37% are in their home school in a regular class, while 63% were placed in a self-contained special education program. Less than 1% changed exceptionality within the three-year period.

The following provides some brief additional comments to some of the recommendations reviewed by Dr. Bountrogianni:

Recommendation #1 - 300 referrals during the past three years were re-assessments.
Recommendation #2 - pro-active method of dealing with a large number of students with similar reasons for referral
Recommendation #3 - period of high stress for students, Grs. 1 and 9
Recommendation #4 - staff allocated to Areas by "need" rather than on a "per area basis" - 3.82 month average waiting period with a range from zero to 19 months

Recommendation #5 - average waiting period between Psychological assessment and IPRC is six months
Recommendation #6 - breakdown of those students deemed exceptional:
63% - Specific Learning Disability, 8% Speech and Language, 17% General Learning Disability or Intellectual, 8% Behavioural, .5% Physical, 3.5% Multiple.
Recommendation #10 - a psychological assessment is not always needed to get access to services.

When Mr. Parks remarked that schools are quite strict about requiring a psychological assessment, even in the case of physically disabled students, Dr. Bountrogianni responded that the department is attempting to become more flexible. In addition, psychological assessments will not be recalled after two years, nor will assessed students entering our system from another Board automatically be re-assessed.

Recommendation #13 - students are tested in English if an interpreter is not available. All cities in Ontario that recognize the need for interpreters are going to the government together to request assistance.

Recommendation #14 - Need to study how elementary exceptional children are managing in secondary environment. Of the 426 secondary exceptional students, 85% attend a composite school. Of those designated General Learning Disabled (GLD), 76% attend vocational schools, while a disturbing 60% of Behavioural students also ended up in vocational schools.

When Mr. Adamson suggested that a different structure such as military schools would be more appropriate for students with behavioural problems, Dr. Bountrogianni replied this was not her department's mandate.

Due to the restricted time lines, members indicated their interest in a more detailed presentation on these recommendations and the data base. Dr. Bountrogianni agreed to bring a more detailed presentation to the January meeting of SEAC.

It was agreed:

That the Executive Summary Report on the intellectual, academic and behavioural characteristics of students referred to the Psychological Services Department be received for information and that a future meeting be scheduled to further review the background data, the proposed recommendations and their implications.

Responding to Dr. Marshall, Dr. Bountrogianni stated that as there is only one Behavioural consultant, the Psychological Department does not assess Attention Deficit children. They are assessed by the medical community.

Dr. Marshall expressed appreciation to Dr. Bountrogianni.

Moved by Mrs. Bishop:

The the Committee continue to sit past 21:00 hours. **CARRIED.**

Transportation Department 1991 Annual Report
Ms. Sue Wilson, Transportation Officer, remarked on the changes to this annual report which now deals strictly with Special Education transportation. Before highlighting areas within the report, she advised that the transportation budget had increased by 11% over 1990. She attributed a reduction in the number of General Learning Disabled (GLD) and Specific Learning Disabled (SLD) students to an increased placement in their home school. Increased numbers of students were tranported in the designations of Assessment/Multiple Exceptionality, Speech and Language, and Gifted. Ms. Wilson then reviewed the four attached Appendices. In concluding, she commented that transportation of children to the R. Macdonald, Sagonaska and Trillium Schools had not been incorporated in these

statistics. Dr. Marshall and Mrs. Bishop thanked Ms. Wilson for the revised report format. Mrs. Bishop also expressed pleasure at the availability of a van that accommodates 8 wheelchairs to facilitate extra curricular activities of student groups.

Miss Dalziel recalled earlier discussions regarding responsibility for the loading and unloading of wheelchairs from vans. Her concern was to ensure the Board had a policy and procedures in place for safe transportation and proper supervision at each school. While she understood it is the responsibility of the carrier to ensure drivers load and unload these children, she felt the Board had a moral obligation to protect these students. Citing that she had made proper procedures available to the Transportation Department, she wished to reinforce the Board's responsibility.

Mr. Adams responded that these procedures were given to the carriers to be included in their manuals. Ms. Wilson noted that this information has not been passed on to the principals yet as there is a Transportation Committee meeting scheduled for December 16th.

In response to Ms. Krueger, Miss Wilson advised that inspection procedures for these vehicles fall under Ministry guidelines.

When Dr. Marshall questioned who checks to be sure appropriate procedures are being followed, Miss Wilson responded that she expects the teachers to ensure the children are properly strapped in. She noted that the carriers train their drivers and are not going to endanger the children, their reputation, insurance or liability. Miss Wilson briefly outlined a recent incident at Rygiel Home, in which the Home accepted part of the responsibility. However, the carrier immediately provided training for the driver and provided an escort. Acknowledging this reaction was "after the fact", Miss Wilson stressed that she does not have staff to make checks on the carriers.

As a principal, Mr. Maddocks remarked that his teachers and educational assistants monitor to ensure children are safely secured and notify him of any problems for follow up.

Miss Wilson added that the carrier's manual, which is given to the driver, covers aspects of dealing with wheelchairs, i.e how to secure belts and Q straps. She offered to make a copy available. All information emphasizes that the operation of the ramp controls is the responsibility of the driver.

Dr. Marshall clarified the time and location of the Transportation meeting.
**** Please note - the Transportation meeting has been cancelled to permit the scheduling of an in-camera Board meeting on 1991 12 16.**

Dr. Marshall thanked Miss Wilson for her report.

It was agreed:

That the Transportant Department 1991 Annual Report be received for information.

BUSINESS ARISING OUT OF THE MINUTES:
Special Education Class Teacher and Program Listing
Mr. Adams referred to the attached report, provided for members' information, noting that an errata sheet with changes will be forthcoming.

NEW BUSINESS:
Early Identification - Speech, Language Conferences
Mr. Adams advised this information was provided as an information item, but requested that the childrens' names be treated confidentially.

Provinical Symposium: Change and Renewal - The Restructuring of Education.
Dr. Toby circulated a memorandum from the Minister of Education, dated 1991 10 25, asking

whether members were aware of this symposium and urging that a SEAC delegate be nominated to attend.

Following discussion it was moved by Mrs. Trott:

That Mrs. Bishop be nominated to represent the Special Education Advisory Committee at the Provincial Symposium on the Restructuring of Education - December 16 and 17th. **CARRIED**

**** Please note that a Ministry memorandum dated 1991 11 14 advised of the cancellation of this symposium.**

Workshop: Prioritizing Agenda Items
Due to restricted time, this item will be placed on the December agenda.

Sherwood School Special Education facilities tour
Members expressed enthusiasm for the opportunity to learn about special education facilities through a continued concept of school visitations. Noting that further tours could be arranged following consideration of the agenda items by Dr. Marshall, it was

Moved by Mr. Adamson:

That, if possible, the Special Education Committee meet once every three months in a school to facilitate members' awareness of special education facilities.

CARRIED.

It was also suggested that notes of thanks be sent to Mr. Brawn and Mrs. Avery.

Board Update
Mrs. Bishop advised that a Staffing Report dealing with class size went to Board. She circulated copies for interested members.

She also circulated copies of "Organizations Providing Educational Services for People with Developmental Handicaps" (attached). Mrs. Bishop also advised that parents are now being given copies of Psychological Reports and recommendations with the original being retained in the OSR file.

Dr. Marshall then advised that Mr. Skidmore has accepted employment with the London Board of Education as Director of Education. With members' approval, Dr. Marshall offered to send a letter of appreciation to Mr. Skidmore on behalf of SEAC for his input and guidance.

Report of the Special Education Action Teams, Draft #3
Copies of this document were circulated to members, along with a response sheet, in order to allow members the opportunity to provide input into this document, which is expected to be presented for information at the December meeting of the Development Committee.
**** Please note this item has been removed from the December Development Agenda**

When members became aware that Draft #4 was nearing completion, concern was expressed that Draft #3 may be redundant. They also voiced disapproval about the number of documents that have been brought to this committee with short response timelines. Following a discussion, it was agreed that the December meeting would be allocated to the Workshop on agenda priorities and for discussion and response to Draft #4 of the Special Education Action Teams Report. Mr. Adams agreed to forward Draft #4 when it becomes available to enable members to review it prior to the meeting.

As the November meeting represents the "year-end" for committee meetings, it was moved by Mrs. Bishop:

That the members extend to Dr. Marshall their appreciation for the courteous and pleasant manner in which the meetings of this committee have been conducted throughout this past year. **CARRIED.**

Other Business:

Mrs. Trott suggested that the SEAC membership list be made available to the Board switchboard operators to facilitate inquiries from the public. Mr. Adams agreed. It was also suggested that a brochure on the Special Education Advisory Committee be updated for circulation. With a new Board year, Mrs. Bishop asked that the names and addresses of SEAC representatives be provided to schools for inclusion in their school newsletter.

Mrs. Trott requested inclusion of the following with the minutes: two SEAC Circulars from the Learning Disabilities Association of Ontario and a North York Board of Education circular about their SEAC committee.

The meeting then adjourned.

Read and confirmed,

.....
Chairman

cv

EXECUTIVE SUMMARY

A report on the intellectual, academic, and behavioural characteristics of students referred to the Psychological Services Department: Implications for Special Education Identification and Placement.

Marie Bountrogianni, Joe Trovato, Cynthia Wilkinson,
Doreen Vella, Connie Kidd,
Psychology Department,
Summer 1991.

The purpose of this current endeavor was to:

1. obtain descriptive data regarding the intellectual, academic and behavioural characteristics of a sample of students referred to the Psychological Services and Special Education Departments of the Hamilton Board of Education; and

2. analyze the relationships within and between these characteristics, and various identification and placement options available for special education support.

It is proposed that the report be approved including the following recommendations:

RECOMMENDATION #1
An examination of the referral reasons for psychological re-assessments is necessary.

RECOMMENDATION #2
The Psychology and Primary/Junior Departments should examine referrals of Primary aged students for programming purposes.

RECOMMENDATION #3
Students entering grade 1 and grade 9 need to be supported in making these potentially difficult transitions.

RECOMMENDATION #4
The ratio of psychological consultants and area student populations needs to be examined to ensure appropriate staff allocation.

RECOMMENDATION #5
The period between psychological assessments and IPRC's needs to be investigated as to why there is such a long waiting time.

RECOMMENDATION #6
The progress of exceptional students as a group needs to be examined carefully.

RECOMMENDATION #7
The IPRC PROCEDURES must continue to be consistent across the system to ensure equitable identifications for all Areas and to ensure equity of opportunity for all students.

RECOMMENDATION #8
A needs survey should be done every spring to determine the number of classes per exceptionality that are needed for the following school year.

RECOMMENDATION #9
Children deemed SLD, GLD and Speech and Language need significant behavioural support in addition to significant academic support.

RECOMMENDATION #10
Psychological assessments should continue to be carried out when an initial diagnosis of exceptionality is necessary.

RECOMMENDATION #11
The non-exceptional sample should be followed in a longitudinal study to determine the differences between it and the exceptional sample academically.

RECOMMENDATION #12
The exceptional French Immersion (FI) sample should be evaluated longitudinally with respect to comparing the progress for FI students in segregated classes and FI students in the mainstream classes.

RECOMMENDATION #13
When assessing English as Second Language Students, present assessment procedures should be supplemented with assessments in the student's first language.

RECOMMENDATION #14
A longitudinal tracking of the Behavioural students needs to be implemented in a systematic manner.

RECOMMENDATION #15
Analysis of psychological profiles and student placements should take place annually.

November 18, 1991

Minister
Ministre

Ministry
of
Education

Ministère
de
l'Éducation

(416) 325-2600

Mowat Block
Queen's Park
Toronto, Ont
M7A 1L2

Édifice Mowat
Queen's Park
Toronto (Ont
M7A 1L2

MEMORANDUM TO: Chairs of School Boards
Chairs of English-Language Sections
Chairs of French-Language Sections

FROM: Tony Silipo
Minister of Education

DATE: October 25, 1991

SUBJECT: Provincial Symposium on the Restructuring of Education - December 16 and 17, 1991.

I am pleased to invite all school boards to participate in a provincial symposium entitled Change and Renewal: The Restructuring of Education, to be held on December 16 and 17, 1991, at the Metro Toronto Convention Centre. Participants will include students, parents, teachers, principals, administrators, school board trustees, representatives from Native peoples' organizations, representatives from provincial associations, faculties of education, labour, industry and business.

The purpose of this provincial symposium is to provide an open forum for a cross-section of Ontarians to evaluate progress to date on the Restructuring of Education and to share the current status of the six Restructuring Initiatives. The ideas and suggestions from the symposium will assist the ministry in establishing the next steps for Restructuring.

Speakers will include Premier Bob Rae; representatives from the Premier's Council on Economic Renewal and the Premier's Council on Health, Well-Being and Social Justice; representatives from the education system, the community, business, and labour.

To ensure that all school boards and majority and minority sections are appropriately represented at the symposium, the number of delegates that may be nominated by each board or section will be based on enrolment. Those boards or sections with 10,000 or more students are invited to send 5 delegates; boards or sections with 1,000 to 9,999 students are invited to send 3 delegates; and boards or sections with fewer than 1,000 students are invited to send 2 delegates. It is expected that a total of 1,300 participants will be attending.

It is suggested that delegations from boards and sections include at least one teacher and one administrator and/or a school trustee. Parents and students will be invited through their respective provincial associations as will representatives of business and labour.

In the near future, you will be receiving an information package with copies of the program outline and registration forms. Information regarding accommodation will be found on the registration forms and should be completed as required. There is no registration fee for the symposium; however, boards or sections will be responsible for transportation, accommodation, and their delegates' incidental expenses. Upon receiving the information package, please have each of your delegates complete a registration form and return it to the address shown on the form no later than November 25, 1991.

In addition, if a board or section wishes to send more delegates than the allocated number, a letter listing their names and addresses may be forwarded to the same address. If space is available, the additional participants will be contacted directly one week prior to the event.

I look forward to our discussions on December 16 and 17, 1991.

Tony Silipo
Minister

ORGANIZATIONS PROVIDING

EDUCATIONAL SERVICES FOR PEOPLE

WITH DEVELOPMENTAL HANDICAPS

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Produced by: National Access Awareness Week
Education Sub-Committee

Jennifer Nicol
Adult Basic Education Association

1. Amity Goodwill Industries

Contact: Douglas S. Wallace, President/Executive Director **Phone: 526-8481**

225 King William Street
Hamilton, Ontario
L8R 1B1

- Vocational rehabilitation services for physically, emotionally and mentally handicapped people.
- Provides a program of vocational assessment, counselling, training, placement and sheltered employment.

2. Beth Tikvah Foundation of Hamilton Residence

Contact: Emmy Weisz
Executive Driector **Phone: 527-8536**

81 Arkell
Hamilton, Ontario
L8S 1N6

- Residence for Developmentally handicapped older adults (ages 48 years and up).
- Strictly kosher home but they do accept non-Jewish referrals.

3. Board of Education for the City of Hamilton

Contact: Mr. Bob Adams
Special Education Department **Phone: 527-5092**

100 Main Street West
Hamilton, Ontario
L8N 3L1

- Programs held in schools; built into daily curriculum.
- Adult component included.

4. Catholic Children's Aid Society of Hamilton

Contact: Mark A. Ewer
Executive Director

Phone: **525-2012**

499 King Street East, 2nd Floor
Hamilton, Ontario
L8N 1E1

- Program offered in agency or at home.
- Individual instruction.

5. Edgewood Hall (CNIB)

Contact: Mr. W.J. Brown
District Administrator

Phone: **528-8555**

1686 Main Street West
Hamilton, Ontario
L8S 1G4

- CNIB residence for 59 persons with visual impairments and developmental handicaps.

6. Employment Strategies for Success - Mohawk College

Contact: Susan Seguin

Phone: **575-2228**

Mohawk College - Brantdale Campus
15 Brantdale Avenue
Hamilton, Ontario
L9C 1B6

- Program offered specifically to adults who are schizophrenic.
- Institution and competitive work settings.

7. Hamilton Association for Community Living

Contact: Bryan Shields **Phone: 528-0281**
Executive Director

191 York Boulevard
Hamilton, Ontario
L8R 1Y6

- Provides Life Skills Program, vocational training centre, and vocational assessment.
- Community Activities Program.
- Also operates the Transitional Employment Program which places develop mentally disabled individuals in integrated work placements in the community using a supported employemnt model

8. Hamilton Wentworth Roman Catholic Separate School Board

Contact: Ms. Elizabeth Browne **Phone: 525-2930**
Superintendent

90 Mulberry Street
Hamilton, Ontario
L8R 2C8

- Living skills program is fully integrated into the curriculum.

9. Job Readiness Program - Mohawk College

Contact: Mr. Jay Moore **Phone: 575-2228**
Department Coordinator

Mohawk College - Brantdale Campus
15 Brantdale Avenue
Hamilton, Ontario
L9C 1B6

- Program takes place in College.
- Program components include academic improvement, employment-oriented life skills and a 2 week work placement.

10. L'Arche Hamilton

Contact: Jo Ann Giesler **Phone: 544-5401**
Director

115 London Street South, Room 11
Hamilton, Ontario
L8K 2G6

- Operates community residences for mentally handicapped adults.

11. Lawson Lodge

Contact: Ms. Michelle Fair **Phone: 527-6212**
Program Coordinator

1600 Main Street West
Hamilton, Ontario
L8S 1G1

- Residential program for mildly to moderately mentally handicapped adults.
- Operated by the Salvation Army.

12. Marty Karl Centre for Personal Development

Contact: Mike Buckley **Phone: 528-4211**
Director

50 Murray Street West
Hamilton, Ontario
L8L 1B3

- Vocationally based community psycho-social rehabilitation program for adults.
- Operated by Mission Services of Hamilton.

13. Ministry of Community & Social Services

Contact: Dave Vice **Phone: 521-7280**
Manager Direct Services - Adults

119 King Street West, 6th Floor
Hamilton, Ontario
L8N 3Z9

- Responsible for delivering Family Benefits, and Vocational Rehabilitation Services (VRS).

14. North Wentworth Association for the Mentally Retarded

Contact: Terry Nyp **Phone: 628-6147**
Operations Manager

459 Ofield Road South
R.R. #2
Dundas, Ontario
L9H 5E2

- Lifeskills training centre for developmentally handicapped adults.
- Individual programming and vocational skills.

15. Ontario March of Dimes - Independent Living Project

Contact: Saul Zemaitis **Phone: 547-9233**
Regional Director

495 Woodward Avenue
Hamilton, Ontario
L8H 6N6

- Apartment project providing attendant care to physically disabled adults.
- Individual instruction based on need.
- Also offers: an Assistive Devices Centre, an Employment Assessment Services Centre, and outreach attendant care.

16. Participation House - Hamilton & District

Contact: Donna Imeson **Phone: 692-4465**
Executive Director

2080 Trinity Church Road
R.R. #1
Binbrook, Ontario
L0R 1C0

- Residential complex for severly physically disabled adults.
- Day program also available as well as attendant care outreach.

17. Regional Social Services - Home Management Program

Contact: Leena Kinanen **Phone: 546-2399**
Director

Ellen Fariclough Building
119 King Street West, 12th Floor
Hamilton, Ontario
L8N 3V9

- Individual and/or group instruction takes place in agency, home, or other institution.
- Must qualify under Homemaker and Nurse Services Act.

18. Robert Mac Home for Retarded Children and the MacIntosh Children's Residence

Contact: Mrs. M. MacGillivrary **Phone: 527-1313**
Director

43 & 47 Delaware Avenue
Hamilton, Ontario
L8M 1T5

- Private homes for the mentally and physically handicapped children ages infant to 21.

19. Rygiel Home

Contact: Donna Marcaccio
Administrator

Phone: 525-4311

431 Whitney Avenue
Hamilton, Ontario
L8S 2H6

- Provides residential care and adult day programs for severely retarded, multihandicapped children and adults.

20. St. Matthew's House

Contact: Rev. Canon Joe H. Rogers
Executive Director

Phone: 523-5546

414 Barton Street East
Hamilton, Ontario
L8L 2Y3

- Attempts to meet the various needs of the economically and socially disadvantaged through a variety of services and programs.

21. Southview Adult Learning Centre

Contact: Mr. Jim Hobbs
Consultant

Phone: 575-9811

205 Queensdale Avenue East
Hamilton, Ontario
L9C 1L1

- Modified Adult Basic Education Program provides Basic Numeracy and Literacy for Developmentally Handicapped Adults over the age of 21 years.

22. Targetting Horizons for Adults in Transition (T.H.A.T.)

Contact: Dan Gardiner or
Frank Reestman

Phone: **575-2517**

Mohawk College - Chedoke Campus
Sanatorium Road
Hamilton, Ontario

- Program to aid physically/mentally handicapped adult students identify career objectives; prepare clients for entry into employment; experience work settings; academic upgrading.

23. Vocational Rehabilitation Services

Contact: Mr. A. Felton
Supervisor, VRS

Phone: **521-7280**

119 King Street West, 7th Floor
Hamilton, Ontario
L8N 3Z9

- Provides services and goods to enable eligible persons with disabilities to become capable of regularly pursuing an occupation.

24. Wentworth County Board of Education

Contact: Elizabeth Bond
Superintendent of Programs

Phone: **523-8621**

357 Wilson Street East
Ancaster, Ontario
L9G 4B7

- Individual needs are met; not a separate program.

25. Young Women's Christian Association (YWCA)

Contact: Rose Johnson
Coordinator

Phone: **522-9922**

MacNab Street Branch
75 MacNab Street South
Hamilton, Ontario
L8P 3C1

• Services available to developmentally handicapped men and women: Adult Group Homes, Adult Protective Service Programs, Supported Independent Living Programs.

SPECIAL EDUCATION ADVISORY COMMITTEE

Protecting Your Child's Right to Learn

NORTH YORK BOARD OF EDUCATION

Under Ontario's Education Act, every student is entitled to a program which meets his or her needs. In North York, our Special Education Advisory Committee (SEAC) helps the Board protect the rights of students with special learning needs.

SEAC provides specific information, advice and assistance to parents/guardians whose children may require additional support. It makes recommendations to the Board concerning the establishment and development of special education programs and services.

**See the reverse side for contact names, telephone numbers and a brief description of each group.*

The Committee is comprised of member representatives from:

- ❑ **The Association for Bright Children**
- ❑ **The Down Syndrome Association of Metropolitan Toronto**
- ❑ **The Head Injury Association of Toronto**
- ❑ **The Learning Disabilities Association of North York**
- ❑ **The Metropolitan Toronto Association for Community Living**
- ❑ **The Ontario Society for Autistic Citizens**
- ❑ **The Tourette Syndrome Foundation of Canada**
- ❑ **VIEWS for the Visually Impaired**
- ❑ **North York Board of Education (Trustees)**

You are welcome to attend

The North York Board of Education invites all parents and interested members of the public to attend Special Education Advisory Committee meetings. The committee will meet at the Education Administration Centre, 5050 Yonge Street, North York, at 6:00 p.m. on the following dates: ⇨

If you would like more information on the Special Education Advisory Committee or special education services in North York, please call 225-4661, extension 440.

Monday 16	*September*	*1991*
Monday 7	*October*	*1991*
Monday 11	*November*	*1991*
**Monday 13*	*January*	*1992*
**Monday 10*	*February*	*1992*
**Monday 9*	*March*	*1992*
**Monday 6*	*April*	*1992*
**Monday 11*	*May*	*1992*
**Monday 8*	*June*	*1992*

**Pending Board approval in December, 1991.*

SEAC COMMITTEE MEMBERS

Association for Bright Children (ABC)
Carol Clark **444-3371**

This association helps parents advocate for their bright and gifted children. In co-operation with the North York Board of Education, ABC's North York Chapter provides information and support to member and non-member parents.

Down Syndrome Association of Metropolitan Toronto
Iris Kohn **446-1323**

This organization was created by parents to promote a positive and accurate image and to dispel myths about Down Syndrome, a genetic disorder which usually causes delays in physical and intellectual development. The association pursues equality of opportunity and attempts to ensure appropriate services for all persons with Down Syndrome.

Head Injury Association of Toronto (HIAT)
Hyla Scherer **486-9406**

This self-help organization is composed of head-injured individuals, family members, friends and interested people. Its aim is to educate the public and those in schools, and social, health care and insurance agencies about the needs of head-injured people and their families.

Learning Disabilities Association of North York
Gloria Landis **782-9987/229-1680**

This association of parents, individuals, professionals and others provides advocacy, support, and resource information for and on behalf of the Learning Disabled in our community in order that they may achieve their assessed potential and enable them to access community resources in the areas of education, social, recreation, legal, medical and vocational services and employment. ***Learning Disabilities are information processing disorders which affect language use and academic skills (reading, writing, mathematics, speaking) memory, co-ordination and organizational skills.***

Metropolitan Toronto Association for Community Living
Ann Sargent **225-7166**

This association helps people who are mentally handicapped to live with dignity and to have equal opportunity to live and participate effectively in the community.

Ontario Society for Autistic Citizens
Andrew Lipchak **486-5472**

This association of parents and professionals is dedicated to raising the public's awareness of and providing support services for autistic people and their families. Autism is characterized by mild to severe impairments in verbal and non-verbal communication, imaginative activity, and limitations in personal and social activities and interests.

Tourette Syndrome Foundation of Canada
Louise Rosenbloom
(SEAC Vice-Chair) **221-7989**

This foundation develops and distributes information, finances research, and helps people and their families cope with Tourette Syndrome. Tourette Syndrome is a neuro-chemical disorder characterized by multiple motor and/or vocal tics. These tics are involuntary, uncontrollable, rapid and sudden, and occur repeatedly, (eye blinking, jerking, shrugging, throat clearing, barking, sniffing and sometimes cursing).

VIEWS for the Visually Impaired
Terry Lustig **447-3444**

This organization represents children who have a total or partial impairment of sight or vision that, even with correction, requires specialized teaching services to facilitate learning.

North York Board of Education
Darlene Scott (Trustee representative/ SEAC Chair) **225-4661 ext. 297 444-2020**

Elsa Chandler (Trustee representative) **225-4661 ext. 445 781-1384**

LEARNING DISABILITIES ASSOCIATION OF ONTARIO

SEAC Circular

October, 1991

Business Arising:

*1. Consultation on Integration:

A document on this topic has been developed by the Ministry of Education and the second stage of the consultation process will commence in October. It is therefore essential that your SEAC discuss the original Integration document (if it hasn't already done so) so that you are prepared to give input during phase two of the consultation process.

*2. Special Education Amendments:

We understand that several boards are refusing to deal with Bill 114 (Special Ed. Amendments) because the bill has not yet received second reading. We would urge you to push your SEAC's to discuss the Bill now, because there may be very little time for discussion in future if second and third readings quickly follow each other.

*3. SEAC Workshop at the AGM:

If you have not yet responded re. topics you wish covered at this workshop please do so today. If you don't plan to attend the AGM, you will still receive workshop information and questions dealt with in future issuses of this circular. Please note that the workshop is open to SEAC reps. from other associations upon payment of the $10.00 fee (+$12.75 for lunch, if desired).

Please respond to Lynn Ziraldo, c/o 9 Elston Court, Richmond Hill, Ont. L4C 8A6

*4. Restructuring of Education:

This initiative of the Ministry of Education is a multi-stage process. The chair of the Working Group invites input from interested groups during a consultation meeting. The Working Group develops a consultation paper which is then sent for comment to the Learning Programmes Advisory Council (LPAC), a government appointed committee of civil servants, trustee and teacher groups, and other interest groups. The consultation document is then sent to school boards and interest groups for further response.

It is at this last stage that SEAC should be involved for all of the documents touch on the special education area. The deadline has passed for the Formative Years, the Transition Years and the Technology documents but date for response to the Early Years is February, 1992. Still to come are the Specialization Years and Teacher Education.

Please share this circular with your fellow SEAC Reps.

* Requires Response Usually by a Deadline Date.

Need help? Call us.

Lynn Ziraldo,
(416) 884-5646

Joan Schiff,
(416) 487-4106

LEARNING DISABILITIES ASSOCIATION OF ONTARIO

SEAC Circular

November, 1991

New Business:

1. SEAC Workshop at the AGM:

The workshop dealt with five broad topics:

how to make your SEAC productive and effective; the role of SEAC and member responsibilities; legislation impacting on children with learning disabilities; trends in education; issues re participation of SEAC reps and skills needed. This month, the first two topics will be discussed and the other topics will be discussed in next month's Circular.

a) Characteristics of Productive and Effective SEAC's;

- association reps, trustees and administration dialogue and share ideas and concerns;
- planning is collaborative and carried out in a positive spirit of negociation;
- members can put special education in perspective;
- members have good problem solving skills;
- members are willing to share ideas;
- there is active participation in discussion;
- effective leadership role enhances well managed meetings;
- members are actively involved in agenda development;
- on-going inservice for all members;
- SEAC members are encouraged to bring information and concerns to SEAC;
- there is an opportunity to react to board decisions;

- group meetings encourage feelings of trust and respect, open communications and tolerance and members possess good listening skills and senses of humour;

- cohensive and democratic group;

b) Role of SEAC (from PAAC Handbook, page 2)

- reports and may make recommendations to the school board in respect of any matter affecting the establishment and development of special education programs and services for exceptional pupils;

- the board shall provide an opportunity for SEAC to be heard before making a decision on any SEAC recommendation.

See also page 3 of the PAAC Handbook for some suggested areas of focus for SEAC's.

Responsibilities of SEAC Members: (page 8, PAAC Handbook)

- must consider the needs of all exceptional pupils in recommendations to board;

- should be prepared to contribute to SEAC so committees' mandate is fulfilled;

- should acquire and maintain a working knowledge of board's special education programs and services;

- should bring to SEAC the concerns of own association re programs and services of board;

- should participate in the preparation of SEAC agendas and formulation of recommendations;

- should keep own association informed re SEAC proceedings;

- should be available as a resource to parents of exceptional children;
- should be available as a resource to schools and the community.

2. Legislation Update Handout: This was developed for the AGM and is attached for your information.

3. SEAC - Who We Are: Attached is a handout developed in North York to be given to parents of exceptional children and to teachers and principals. Your SEAC may wish to recommend that such an information handout be developed within your board's system.

Please share this circular with fellow SEAC reps.

Need information or help? Call us!

Lynn Ziraldo
(416) 884-5646

Joan Schiff
(416) 487-4106

LEARNING DISABILITIES ASSOCIATION OF ONTARIO

Legislative Update for the 1991 AGM

This past year has seen a great deal of activity in the legislative area. The Provincial office has responded to numerous legislative initiatives. As always, copies of items that are of direct interest to chapters have been circulated. The items listed below and marked with an * are still in the response stage. On behalf of the LDAO Board and staff, I should like to acknowledge the support of the Educational Policy and Legislation Committee in developing our responses.

Education
- Response to the integration document
- Response to Bill 114
- Response to exceptionality definitions
- Response to: - Formative Years
  - Transition Years
  - Technological Eductaion
- Computers across the Curriculum (This has not been sent out. This response document is 16 pages long and not necessarily of direct interest to all chapters. If your chapter is really keen to have this, we can make arrangements to have it photo copied and mailed. I should like to thank Pat Dudley of LDA Kingston for her hard work in creating this detailed response on our behalf.)

Advocacy
- Bill 74 - Advocacy Act*
- Bill 108 - Substitute Decisions Act*
- Bill 109 - Consent to Treatment Act*
- Bill 110 - Consent and Capacity Statute Law Amendment Act*

These all relate to advocacy for the vulnerable adult and include the learning disabled population in their framework.

Health Care
- Bill 43 - Health Care Professions Act
- Psychological Services Act
- Speech and Language Services Act

We anticipate in the new year second reading for Bill 114, introduction of the Employment Equity Act and conclusion of the Integration Consultation process.

It is interesting and gratifying to note to what extent LDAO is being invited to provide in-put. In addition to the above, we have provided verbal and/or written input to the Federal Liberal Task Force on Disability Issues, Provincial Liberal Task Force on the budget, consultation on social assistance reform, consultation on the review of the demonstration schools' programmes, consultation on employment issues, consultation on concerns for the over 21 individual with special needs, consultation on technical aids for the disabled, among other things. The Provincial inter-ministerial Task Force on Learning Disabilities has continued to meet and its draft report is currently in its fourth version.

These are interesting times - I just wish that more of these initiatives would move on from consultation to conclusion. We know that people with learning disabilities still face a great deal of discrimination in many areas. What they need is equity, not more consultation and dialogue.

Respectfully submitted,
Eva Nichols,
Executive Director

URBAN/MUNICIPAL
CA4 ON HBL W26
M37 1991

MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE 1991 01 16

Present: Dr. D. Marshall, Chairman; Trustees Bishop and Patenaude Barker; Mesdames Dalziel, Mazza, Oommen, Riis-Culver, and Trott; and Mr. Adamson.

Not Present: Trustees Allen and Cunningham; Mesdames Dennis, Masters and Schram; Drs. Newberry and Toby.

Also Present: Trustee Mulholland.
T. Fulton (Secondary School Principals' Council)
D. Hutton (Consultant, Special Education)

Officials Present: D. Skidmore (Superintendent of Program)

Dr. Marshall called the meeting to order, offered regrets from Trustees Allen and Cunningham, and then asked for confirmation of the minutes.

Moved by Mrs. Bishop:

That the minutes of the 1990 12 12 meeting be approved as presented. CARRIED.

GENERAL

ORGANIZATION UPDATE:

Ontario Society of Autistic Citizens

Mr. Adamson reported that recent Society elections resulted in he and his wife being elected as Vice-President and President, respectively.

Hamilton Council for Home & School

Mrs. Riis-Culver indicated Council members had been reviewing the Program Priorities document with great interest.

Down's Syndrome Association

Mrs. Oommen noted the Association holds its meeting the last Tuesday of the month. She asked if French Immersion was considered to be Special Education, and Mr. Skidmore replied in the negative.

Association for Children & Adults with Learning Disabilities

Mrs. Trott announced that she would be accepting, on behalf of her Association, one of 150 Canadian Literacy Awards to be presented this Friday. Several members offered their congratulations to Mrs. Trott and her Association.

Mrs. Trott added that she will be one of a four-member panel at a McMaster University faculty workshop discussing learning disabilities. She considered such a workshop a "big step forward" and noted that universities are questioning the identification of learning disabilities done by School Boards.

Hamilton Association for Community Living

Dr. Marshall asked about the process for membership on the Committee and suggested the inclusion of the Literacy Council as a member.

Mr. Skidmore offered to attach the pertinent section of the Education Act to the minutes and suggested that the topic of potential Association membership be included as a February Agenda item. Noting that Committee membership must meet certain guidelines, he expressed concern that people's perception be that this matter is sensitively and properly handled.

Mrs. Bishop pointed out that membership information was available in the member's handbook and looked forward to discussing other potential members for this committee. (Members are asked to consult their handbooks)

Hamilton & District Society for Disabled Children
Miss Dalziel had no report.

Hamilton-Wentworth Home Care Program
Ms. Mazza had no report.

Trustee Mulholland, Mr. Hutton and Ms. Fulton had no report.

Trustee Patenaude-Barker invited members to Georges-P. Vanier School Library, Thursday, 1991 01 17, from 15:00 hours to 21:00 hours, for a free public viewing of French language videos dealing with both emotional and physical abuse and harassment.

Mrs. Bishop made copies of a leaflet about Prader-Willi syndrome available to Mr. Skidmore. She noted the Learning Disabilities Task Force being conducted at McMaster University in association with Hamilton-Wentworth Access Awareness Week and asked about this Board's representation. Noting a conflict with other previous commitments, Mr. Skidmore replied he will represent the Board for only part of the meeting.

Citing Mrs. Trott's earlier comments, Mrs. Bishop referred to difficulties encountered by universities and colleges in dealing with student assessment and transcripts. She advised that a Tri-Board sub-committee has been established to take a unitary approach towards resolving this situation through a common policy.

Regarding the Regional Advisory Committee for the Physically Disabled initiative for long-term care, Mrs. Bishop stated that workshops will be held at the Hamilton Public Library January 23rd 12:30 hours to 15:30 hours and from 19:00 hours to 21:00 hours for input from caregivers of disabled persons. Ms. Mazza added that it was her understanding that SEAC member associations would be receiving an invitation, although time lines were short. Mrs. Bishop anticipates reporting on the whole issue of long term care; including the needs of children, transition from school to adult services and community services available.

Dr. Marshall, in order to streamline the Organization Update, requested that members provide written material about Association events rather than an oral recitation.

BUSINESS ARISING OUT OF THE MINUTES:
Joint SEAC meeting
Mrs. Bishop reported that the representatives from the Wentworth, Hamilton and Roman Catholic Separate School Boards agreed their joint meeting will occur in March or April. This meeting will be held at Westdale Secondary School, focusing on a play by D. Daylor, "Different Strokes, Different Folks" which is about accepting people as they are with disabilities. She outlined the general plan for the meeting which will include time to share common experiences with other SEAC's. Other initiatives might include jointly sponsoring workshops dealing with available community services, an inservice on legislation or a workshop by the Council for Exceptional Children.

Moved by Mrs. Bishop:

That approval be given to a joint SEAC meeting to be held in the Spring, to meet other Boards' Special Education Advisory Committees, and to be hosted by the Hamilton Board of Education.

CARRIED.

Board Policy on Harassment/Discipline

Mr. Skidmore explained Mr. Adams' absence due to his attendance at his last meeting as a Director of the International Council for Exceptional Children. After briefly referring to the policy, Mr. Skidmore noted that Mr. Adams is involved in the preparation of a presentation for elementary and secondary principals regarding the needs of special education children relating to harassment.

Looking at the Discipline Policy from a broad viewpoint, Mrs. Oommen referred to the Board's booklet 'Towards Race Relations and Ethno Cultural Equity' and asked if the policy would be rewritten to include the aspect of racial, human rights differences, disadvantaged people and not just handicapped.

Mr. Skidmore agreed there was a distinct possibility of the Discipline Policy, and other material, being rewritten to become more compatible with the Race Relations document. He outlined the further development and implementation work of the Race Relations Strategic Issue team, but was unable to provide time lines. He confirmed he would relay her comments to the Design Team responsible for the implementation of the policy.

Mrs. Oommen then noted that employees had a Policy against Harassment and a complaint procedure. She wondered what was available to the students and if the document could be broadened to incorporate students.

Mr. Skidmore responded that the expectations of the Harassment policy would also apply to a principal's handling of complaints from students. However, he offered to raise her concern to incorporate it in a broader sense for students with Mr. Stockwell and Administrative Council.

Discussion - Reflections Paper "Program Priorities for the 90's"

Mr. Skidmore first thanked the members for their submission and outlined the process involved from the receipt of all submissions to the ensuing Reflections Paper, 1400 of which are now in the system and community for validation. Following January 23rd, the Audit Team will review submissions resulting from the validation process and the revised document will be presented for approval at the February Development Committee meeting. After Board approval a planning advisory committee (on which Dr. Marshall will represent SEAC) will work on the recommendations to be implemented in a Directions Paper.

Mr. Skidmore credited the commitment and support of over 200 people throughout the system, including this committee, in compiling the Reflections Paper document. He then reviewed the Reflections Papers making comments and highlighting areas of concern raised, in particular, through the SEAC submission. In closing, he made the following summary:

a) the document contained no surprises but was a healthy statement
b) the document is general in nature, specific details will appear in the Directions Paper
c) the Directions Paper will be presented to SEAC prior to going to Development in March.

Throughout the whole process, he believed there were five separate stages in which SEAC will have had the opportunity for input and/or validation.

Mr. Mulholland questioned whether financing for these changes had been established or would many of these changes occur through elimination of programs currently in place.

Mr. Skidmore acknowledged the validity of Mr. Mulholland's query, noting financing would be covered at the Development meeting and through the Directions Paper activities. However, he referred to the fifth and the last bullet of Appendix II and the need for accountability and the realities of restraint. While admitting some changes would come about through redeployment, Mr. Skidmore stated others would occur through program improvements, program additions and through program deletion. He noted staff was specifically asked to identify programs/issues that require closer scrutiny and that the Directions Paper would have specific suggestions regarding deployment.

Mrs. Trott referred to page 3, particularly the terminology "Need for Renewal". After Mr. Skidmore's explanation, Mrs. Trott expressed her appreciation for the lack of jargon within the document.

When Mrs. Trott asked why SEAC and Home and School were not listed in Appendix I, Mr. Skidmore directed her to Appendix III, wherein they are not shown as stakeholder groups but in an advisory capacity. He expressed his belief that, as such, SEAC's submission received very careful scrutiny.

The terms ESL/ESD (English as a Second Language, English as a Second Dialect) and CRDI (Curriculum, Review, Development and Implementation) were explained at Mrs. Trott's request. Mr. Skidmore noted the CRDI process is considered to be an excellent model and has been adopted by other Boards in the province.

Dr. Marshall proposed that the formal meeting be adjourned to allow members to consider their feedback on the Reflections Paper document. Mr. Skidmore supplied a feedback format to assist the committee's deliberations and response.

The meeting then adjourned.

Read and confirmed,

.....
Chairman

cv

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